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By an unfortunate error the caption "Tacitus Annales 1.32.2-3" was omitted from Professor Humphreys' note printed at the bottom of column one on page 103.

A little over twenty-five years ago, in the autumn of 1882, The American School of Classical Studies at Athens was founded under the direction of Professor Goodwin. To celebrate the twenty-fifth anniversary of this important event a dinner was given in Boston in the latter part of November, at which Professor Goodwin presided. The occasion possesses also a pathetic interest in view of the fact that it was the last public appearance of Professor Seymour, president of the Archaeological Institute and for fourteen years chairman of the managing committee of the school. Speeches were made by Professor Seymour, by Professor Sloane, of Columbia, by Professor Richardson, for eleven years director of the school, by Professor Wright of Harvard, and by Professor Wheeler, the present chairman of the managing committee.

The record of the work of the school during the twenty-five years of its existence is one to which American classical scholars can look with considerable pride. It is a record of continuous achievement and of ever-widening influence. It has made classical archaeology an important element in classical teaching, and it has spread the knowledge of Greek life and Greek institutions in this country as no other means could have done. Hampered continually by lack of means, the school has yet taken a leading part in the excavation of Greek lands, not merely in small excavations, such as those at Plataea, Thoricus, Sicyon, Eretria, Icaria, Oeniadae and Vari, but in the more ambitious excavations at the Argive Heraeum, under Dr. Waldstein, and at Corinth, which are still being carried on. The school has also published the results of its study, not merely in the early volumes of Papers and in the Journal of Archaeology, but also in separate publications, of which the most important is that on the Argive Heraeum. A careful study of the Erechtheum has long been desired by archaeological students, and under the auspices of the school most elaborate drawings of this temple have now been prepared and will soon be issued. Professor Wheeler, in closing a short review of the

work of the school published in the Evening Post, remarks:

Thus, in reviewing what has been accomplished by the school in the first twenty-five years of its existence, the managing committee feels considerable satisfaction, but it is a satisfaction tempered by the thought that, had the means been at hand, some opportunities need not have been lost. Still, twenty-five years ago everything was to be done. There was no building in Athens for the school, and no library, almost no teaching of Greek art and archaeology in American colleges, and not more than one or two Americans who could be called classical archaeologists. Now the school has a good building which must soon be enlarged to accommodate the library that has gradually been collected; courses in Greek archaeology and art are given in a large number of American colleges and the classical archaeologist is no longer unknown. Our museums, too, are beginning to seek the assistance of those who have studied at Athens. The institutions which co-operate in the support of the school and which give annually about \$4,000, or half the regular income, have as a whole continued their contributions with a steadiness that should call forth the gratitude of all who care for the study of the Greek element in the history of mankind. Surely this devotion on the part of the many universities and colleges is a fine example of true interest in the ideal side of education.

The last report of the school, which has just come to hand, shows that during the twenty-five years of its existence 163 persons have been enrolled as students. Of these 85, or about fifty per cent, have taken positions in the United States in universities and colleges. The greater number of the remainder are also engaged in teaching in schools. A few, in the universities, occupy chairs of archaeology, but the vast majority are engaged in teaching Greek or Latin. It is impossible to estimate the effect upon this body of teachers of their stay in Greece. Even the best of teachers teaches better when he has a lively sense of the reality of what he is teaching, and no means of inspiration with which I am acquainted in any way equals even a short sojourn in Greek lands, under a Greek sun, and in view of a Greek sea. It matters little what the conditions of modern Greece are. There is a glamor on all the land and its spell increases the longer one stays and never diminishes with time or distance.

Naturally the benefits of the sojourn have been offset by some disadvantages. Certain students, on becoming teachers, have failed to realize that the

study of Greek must be the study of Greek literature, and that the inspiration that they have gotten from their archaeological work should not blind them to the fact that, in all but our great institutions, archaeology must be the handmaid of literature. Few of the long roll of students are teaching archaeology, and perhaps it is just as well that their number should not be increased. Even in our universities there is perhaps a tendency to overrate the claims of archaeology on the classical student, but no one can overrate the value of this study for all who teach the classical tongues, and we may well accept the disadvantages in view of the many positive advantages that have accrued. Verily the founders of the school and those who have spent themselves to ensure its success have their reward. We shall be abundantly satisfied if the record of the first 25 years of the school at Rome comes up to the standard of the school at Athens.

FIRST YEAR LATIN

(Concluded)

We are aiming ultimately to teach our students to read Latin at sight, to acquire such power over its forms and syntax that with due allowance for unusual words they can get hold of the structure, not merely guess at the meaning of a passage of average difficulty. The first year's work should contribute to this power even more than the fourth or fifth. The things essential to preparation for Caesar are in their fundamentals the things essential to reading Latin at sight, and they are the things to be emphasized the first year. Now if it be admitted that accurate knowledge of case and voice endings, a habit of noticing them and a conviction that they mean something are, together with a good vocabulary and general common sense, the *sine qua non* of reading at sight, then it is evident that the first year's work should emphasize the things that lead most plainly and most directly to these essentials. Such things are accuracy in noticing case and tense, voice and person, agreement in all its common applications, the use and case of relative pronouns, the participle and its agreement, especially the perfect passive, the distinction between independent and dependent clauses, the simplest use of the accusative and infinitive after verbs of saying and knowing, and the simplest subjunctives of purpose and result, and indirect questions.

The study of some of these points becomes the more necessary because of the lack of training of most children of this generation in all formal grammar. To the beginning Latin teacher is given a mighty Ossa to pile on Pelion. Not only must every commonplace of the grammatical vocabulary be carefully defined, but to most classes the whole idea of voice, case relations and mood must be

taught from the very foundation. Any first year Latin class that is taught in this grammarless age without having these principles made clear is either helping on the sad work of making students hate Latin and drop it, or is providing them with little more than a system of meaningless symbols.

We are considering, however, not only the student's past in English but his future in Latin. Even if all the more complex constructions could be taught during the first year and could be retained to later years, even if the study of English grammar had made these simple grammatical relations more familiar, even if students in the fourth and fifth years of Latin had not for generations shown weakness in these lines, these would still be the subjects appropriate for this year's work. For they are, if we understand aright, the places where the study of inflections and syntax may be said to meet. The more complicated subjunctive constructions, such as the temporal clauses and the conditions, while they necessitate subtler reasoning too difficult in most cases for the first year student, do not add any new knowledge of inflections; the same is true of the more minute divisions of the case constructions which add no new knowledge of the case endings.

In writing, however, such constructions as the direct object and the ablative of means the student may consciously focus his thought on the ending without being too much distracted by the reasoning involved in the syntax. He therefore, if he goes slowly enough and has sufficient review, comes to write the greater number of his forms correctly, and gradually becomes sure of a limited amount of syntax. This is in our opinion far more to be desired than the state of mind of a student that may know about many rules for the subjunctive but can write, as a candidate for entrance to a school recently did write for 'They have sent large forces to capture this town', *Magna copia ut capti fuerunt illum oppidum missuntur*. The need of an *ut* for purpose was firm in her mind, but the knowledge of inflections and the habit of using them correctly were evidently far from her. An extreme example handed in under similar circumstances gave as a sight translation of 'Bello confecto totius Galliae principes civitatum ad Caesarem convenerunt', this: 'The war made all the legions of Gaul the principal states to the convenience of Caesar'. Too rapid progress from subject to subject, insufficient review, and the introduction of too many constructions for the young student are responsible, at least in part, for such monstrosities. If we can confine the first year's work to these fundamentals, emphasizing, reviewing, and testing, making forms and their meaning the purpose and end of all oral, written, prepared and sight exercises, we shall have little trouble